REPORT RESUMES

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THE TRAINING AND SUPERVISION OF TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN.

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THE PERSONALITY STRUCTURE, CAUSES FOR DEVIATION, AND MAJOR DIAGNOSTIC CATEGORIES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN ARE DISCUSSED. SCHOOL ROLE, GOALS, AND DEFINITIONS ARE RELATED TO STRATEGIES FOR RECRUITING AND TRAINING TEACHERS OF EMOTIONALLY DISTURBED CHILDREN ARE CONSIDERED. A DISCUSSION OF THE SELECTION OF TEACHERS FOCUSES ON SUCH FACTORS AS AGE, EXPERIENCE, PERSONAL ATTRIBUTES, CLASSROOM HOSTILITY, TASK-ORIENTED AND PERSON-ORIENTED TEACHERS, THEORY, AND INTUITION. PROBLEMS INVOLVED IN THE RECRUITMENT AND TRAINING OF TEACHERS ARE IDENTIFIED. THE UNCERTAINTIES THAT EXIST ABOUT REQUIRED TEACHER COMPETENCIES AND ABOUT METHODS OF TRAINING TEACHERS IN THESE SKILLS, KNOWLEDGES, AND ATTITUDES ARE PRESENTED. CLASSROOM AND NONCLASSROOM COMPETENCIES ARE DISCUSSED. INCLUDED ARE A LIST OF TEACHER COMPETENCIES, A 29-ITEM LIST OF SELECTED READINGS, A LIST OF FIVE BIBLIOGRAPHIES, AND 22 REFERENCES. THIS DOCUMENT WAS PUBLISHED BY THE UNIVERSITY OF NEW YORK, BUREAU OF PUBLICATIONS, ALBANY, NEW YORK 12224. (MM)

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THE TRAINING AND SUPERVISION OF TEACHERS

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for Emotionally Disturbed Children

The University of the State of New York / The State Education Department / Bureau of Teacher Education / Bureau for Physically Handicapped Children / Albany

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The Training and Supervision of Teachers

for

Emotionally Disturbed Children

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TABLE OF CONTENTS

I. THE SIGNIFICANCE OF THE PROBLEM 1

II. SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN 3
  Social Maladjustment Has Many Causes 3
  Behavior, Thinking, and Feeling Are Related 5
  Organic Impairment and Emotional Disturbance 5
  Personality Theory and Teaching 7
  Organizational Theory and Teaching 7
  Teaching and Ego Development 8

III. THE ROLE OF THE SCHOOL AND THE TEACHER 9
  The Goals of Education 9
  The Teacher as Culture Mediator 9
  The Teacher and Collaborating Professions 10
  The Team Members as Change Targets 11
  Symptoms and Causes - A Concern of the Teacher 11
  From Psychological Understanding to Teaching 13
  The Teacher as Curriculum Content 14

IV. THE SELECTION OF TEACHERS FOR CLASSES WITH DISTURBED CHILDREN 16
  The Younger Teacher 17
  Unlearning, Relearning, and Transferred Feelings 18
  The Experienced Teacher 19
  The Personal Attributes of Successful Teachers 20
  Hostility in the Classroom 26
  Task-Oriented and Person-Oriented Teachers 27
  Theory and Intuition 27

V. RECRUITING AND TRAINING TEACHERS FOR CLASSES WITH DISTURBED CHILDREN 30
  Problems in Defining Trainable Competencies 30
  The Regular Class Teacher and Disturbed Children 31
  The School and Other Community Services 31
  Working Creatively Despite Uncertainties 32
  Service, Research, and Training 33
  Teacher Training Personnel 34
  Sources of Defined Competencies 34
  Available University Training 35
  Using Teachers Prepared for Other Fields 35
  The Trainable Competencies 37
    1. Classroom Competencies 38
    2. Nonclassroom Competencies 40
  Recruiting Candidates 42
  Achieving the Trainable Competencies 43
  Extension Services 45

REFERENCES 47

BIBLIOGRAPHIES 49

SELECTED READINGS 50

APPENDIX I 52

FOREWORD

Providing educational opportunities for all children is a first duty of State government; recent years have seen this doctrine expanded, and properly so, to previously neglected areas of handicapped and disadvantaged children.

In 1951, the New York State Citizens' Committee of One Hundred For Children and Youth recommended reappraisal of educational programs in terms of meeting the needs of retarded, delinquent, and disturbed children. In subsequent years, progress was made especially in education for the mentally retarded youngster. In 1958, the Department began its exploration of educational provisions for emotionally disturbed children.

In March 1961, a work group was convened to discuss the preparation of teachers for emotionally disturbed children. The following year, a committee outlined the scope of a report that appears here in final form. The committee membership has varied slightly since 1961, but all those who participated are listed following these prefatory remarks. The Department and the public schools are indebted to these people for the assistance they provided both the Department and the consultant preparing this report, Barney Rabinow. The initial draft of his manuscript was reviewed by the committee in February of 1964.

In 1964, legislation was enacted in New York State which mandates classes for emotionally disturbed children in local school districts beginning on July 1, 1966. The Department's early groundwork in committee discussion, staff activity, and field consultation will thus provide guidance for school districts preparing to engage teachers to fulfill this mandate to extend educational opportunity further - to reach all children who can profit from instruction. The Bureau for Physically Handicapped Children assumes continuing responsibility for working with school districts as they plan to meet these responsibilities.

Raphael Simches, Chief of the Bureau for Physically Handicapped Children, and Alvin P. Lierheimer, Director of the Division of Teacher Education and Certification, jointly shared the Department's responsibility for bringing the committee together, and providing the necessary administrative services and leadership. In acknowledging the accomplishment of Barney Rabinow, the Department is pleased to make available this significant addition to the literature regarding teachers for emotionally disturbed children.

Individuals who participated in Department meetings on the preparation of teachers of emotionally disturbed children include:

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I. THE SIGNIFICANCE OF THE PROBLEM

During the past decade, there has been an increasing interest and investment in providing services for emotionally disturbed and socially maladjusted children throughout New York State. Larger sums of public and private funds have been expended for day and residential treatment centers, camps, extramural clinics, and special education programs. Public schools have experimented with procedures to identify the vulnerable child in the lower grades, with the hope that intervention at a younger age might prevent more serious problems later. Special classes have been developed for children handicapped by emotional disabilities, who cannot achieve in regular classes. Such classes may help to reduce this waste of human potential and permit the more orderly pursuit of class activities by students denied the fullness of opportunity because of the disturbing behavior of the maladjusted.

As educators have addressed themselves more directly to the creation of school programs for the socially maladjusted and emotionally disturbed, one critical concern has been where to find and how to train teachers for these classes. Several teacher training colleges have introduced workshops and graduate courses for those already employed in such classes, as well as for those considering entering this field. A shortage of teachers and educational supervisors remains; those school districts which would like to institute new programs for these children are faced with a multitude of problems, the most urgent of which is the selection, training, and supervision of the teachers.

This pamphlet stresses teacher training for special classes for emotionally handicapped children. The availability of appropriately designed opportunities for educative experiences may be the major therapeutic vehicle for many disturbed children. No inference should be made that special classes are desirable for all emotionally disturbed children, or that special classes are the school's only alternative for all such children.

The severity and form of disturbance should determine the intensity and quality of program. This is still a clouded judgment because a graduated series of intervention programs, related to a progression of disturbance intensities, has not been developed.

Since the object of this pamphlet is to provide practical assistance to schools and colleges, the content is focused on attainable steps which may be taken at present. The definition of strategies required in the training and supervision of teachers of special classes for the emotionally disturbed and socially maladjusted are derivative from various assumptions, beliefs, theories, and experiences. Several intervening questions require attention in order that a foundation may be established on which to erect recommendations concerning trainable knowledges and competencies and how these may be achieved.

A definition of disturbed children appears essential. Clarity is needed concerning the schools' role and goals with such children. An examination is necessary of the unique circumstances in which teachers find themselves working with children severely handicapped by emotional problems.

Given understanding of the nature and needs of disturbed children, the objectives for which the school should aim, and the special attributes of institutions which conduct programs for them, then inferences may be made about desirable personal qualities and trainable understandings, knowledges, and abilities which such teachers should have.

II. SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN

The phrases socially maladjusted and emotionally disturbed refer to two different orders of phenomena which may be, but are not necessarily, related. Social maladjustment is the persistent departure of manifest behavior from the range of approvable and acceptable conduct or deportment. Many different phrases, some of which imply a theory of causes, have been used to describe socially maladjusted children: children with a discordant behavior; juvenile delinquents; culturally deprived children; children with a "deprivation syndrome."

Social maladjustment may have biological, psychological, and social causes. A neurologically impaired child may be hyperactive, inattentive, and discractible. Interpretations of delinquency which stress the cultural transmission of behavior, the shared norms and values of delinquent subcultures which are evocative of distinctive types of antisocial behavior, focus on the sociological origins of social maladjustment.

Social Maladjustment Has Many Causes

Any number of explanations may account for the persistent and aggressive behavior of a child in a classroom:

The child is transferring his aggressive feelings for his parents to his teacher;

The child is transferring his aggressive feelings towards his brothers and sisters to classmates;

The child is trying to hurt his parents;

The child is trying to avoid the stimulation of close ties with others;

The child is trying to achieve closeness with the teacher through the attention which the misbehavior will bring;

The child is acting out the antisocial wishes of his parents;

The child has anxiety because he is overdependent, and the aggression is an inadequate expression of the desire to be more self-reliant;

The child has anxiety because he is uncertain of his mother's love, and the aggression is an expression of anger at being away from his mother;

The capacity to absorb the sensory stimulation of the class is limited, and the child's aggression is a paniclike response;

The school's purposes with the child are not related to the life problems with which the child copes or the goals to which he aspires, and the aggression is a rebellious response to the irrelevancy of the curriculum;

The child perceives achievement in school as a threat to his need to be dependent, and the aggression is a way to avoid learning;

The child's capacity for being curious and using conception has been blunted by damaging familial experiences, and the aggression is a defense against thinking and curiosity which may bring pain;

The norms and values of the child's associates approve aggression in school behavior;

The child feels weak and inadequate, and the aggression is a way of obtaining deference from others.

There are other possible explanations of persistent inappropriate agression in the classroom. Similar behavior does not imply an identity of causes.

Psychiatrists who have attended to the emotional disorders of childhood vary in their use of language and in their interpretations of the dynamics of the disturbance. The official classification of psychiatric illnesses adopted by the American Psychiatric Association is intended primarily for adult disorders, although some special acknowledgment of the problems of children is included in a small number of additional diagnostic categories.[1]

Behavior, Thinking, and Feeling Are Related

To state that a child is emotionally disturbed is to convey that the feelings of the child about himself and the things and persons of his environment differ markedly and persistently from what the observer believes a child should feel at his age. Misbehavior is then perceived as an external expression of inappropriateness of feeling, and deviant perception and thinking are considered functions of discordant affect. While there is a range of rearing and educational practices which enable children to be inducted into the culture, the implication is that when these have been deficient, excessive, or otherwise unfit the growth of the child's feelings does not proceed properly. Among other things, the psychiatric diagnosis should establish the distortions in patterned experiences which have shaped the feelings of the child and account for the manner in which he now perceives, thinks, and behaves.

Organic Impairment and Emotional Disturbance

Because some neurologically impaired children have thought disorders and inappropriate behavior which resemble the symptoms of psychogenic origin, a few professionals include these children among the emotionally disturbed. There is a growing consenses that some childhood schizophrenics have a large component of "organicity," which further complicates problems of defining the cohort of the emotionally disturbed. Further, children with psychogenically induced disturbances and some "brain-injured children," whose manifestations are similar, appear to benefit from a similar type of educational milieu.

Haring holds that "the emotionally disturbed child is one who, because of organic and/or environmental influences, chronically displays: a) inability to learn at a rate commensurate with its intellectual, sensory-motor and physical development; b) inability to establish and maintain adequate social relationships; c) inability to respond appropriately in day-to-day life situations; and d) a variety of excessive behavior ranging from hyperactive, impulsive responses to depression and withdrawal."[2]

Bower has suggested that the term emotionally handicapped should be used in place of emotionally disturbed when schools refer to these children. Disturbance implies behavior by which others are upset. Many of these children are extremely withdrawn and nondisturbing. A tense situation may evoke appropriate disturbance in anyone. These children respond inappropriately to many normal situations. The phrase emotionally handicapped emphasizes that the student's ability to function and learn in school is diminished by a "disabling condition of some duration." Bower found that these children had one or more of five characteristics:

"1. Inability to learn, which cannot be solely explained by intellectual deficit, sensory or general health factors or by social or ethnic differences.

2. Inability to work or play or make friends with children or adults.

3. Inability to act one's age.

4. Inability to "shake the blues" or to regard oneself as good, likeable, or worthy of attention or love.

5. Inability to deal with stressful situations in school without becoming ill, having headaches or stomachaches, or developing speech difficulties."[3]

Personality Theory and Teaching

Some dissatisfaction has been expressed recently with the usefulness of the medical model and the dependency of education on psychiatric formulations. The distinction between a theory of causes and a theory of action has been implicit in this criticism. A theory of personality explains how nature and nurture act on each other to create the individual uniqueness of people and how distortions in personal development occur. Personality theory accounts for the dynamics of what takes place in the person so that his present acts and his responses to his environment may be interpreted. A theory of classroom action for the teacher is not derived directly from personality theory, i.e., the rationale for the specific techniques, procedures, and materials to facilitate the achievement of skills, knowledges, and socialized behavior which are the appointed responsibilities of the school.

Further criticism has pointed to the dangers of changing the teacher's focus from construction of the personality and identifying and using the available healthy potential to an overconcern with inabilities and deficiencies, an overevaluation of what may be achieved by psychotherapy, and a desire to model the teacher's classroom behavior after the therapist's.

Organizational Theory and Teaching

Recent studies of the impact of the social systems of hospitals, prisons, children's residential institutions, and community day schools have indicated the unintended influence of the informal social organization on attitudes and behavior.

A somewhat similar view points to the conflict between the school's organizational needs and the student's individual needs, advocating that greater attention be given to the creation of organizational forms which provide for disturbed children, roles which are conducive to learning because they are harmonious with needs.

Teaching and Ego Development

Despite these reservations, uncertainties, and differences, there appears to be general agreement that an understanding of personality structure, of the causes for deviation, and of the major diagnostic categories is essential knowledge for the educator working with disturbed children. More specifically, the precise strengths and deficiencies of the ego, the degree and manner in which it differentiates itself from others and things, its capacity and style for assimilating and integrating experiences, its vigor or debility, its characteristic mechanisms all effect what and how a learning situation should be designed.[4] It is by taking these into account that therapeutic education is achieved.

Despite the concern with new achievement and new learning and the use of the reality circumstance in a classroom, the incidental achievement may very well be increased capacity of the child's ego to differentiate, to assimilate, to integrate and in this respect, without change in role, the teacher's work while focused on construction, may be reconstructive and reeducational. In fact, the described activity of therapists with schizophrenic children often encompasses activities which might be the teacher's role. Perhaps it would be proper to say about certain disturbed children that appropriately designed education is the therapy of choice just as motoric and sensory training is the therapy of choice for some neurologically impaired children.[5,6]

III. THE ROLE OF THE SCHOOL AND THE TEACHER

The Goals of Education

Educational goals with emotionally disturbed children are no different than with other children: Their induction into the culture by providing them with opportunities for self-realization through the achievement of necessary and worthwhile social behaviors, skills, knowledges, feelings, attitudes, and appreciations - so that they may learn their roles and perform with increasing ability their responsibilities in major life areas as homemakers, democratic citizens, users of leisure time, and producer-consumers.

The Teacher as Culture Mediator

Training teachers to work with disturbed children involves the development of means by which trainees may be provided with opportunities to achieve the patterning of professional behavior which will enable them to design and implement teacher-learning transactions which result in learning by disturbed children. Some may hold that the teacher's role with disturbed children should not stress the behavior-skill-knowledge-attitude mediation function of education, and that there should be the flexibility for dilution of the teacher's role so that important services, otherwise not available, may be performed by the teacher. Others may fear that emphasis on the teacher's role as educator may inhibit the teacher's collaboration with the team of other professional specialists who provide the clinical diagnostic, and treatment services.

To say that the teacher's job is to teach does not infer that the teacher should not collaborate intelligently with clinical personnel. This statement emphasizes the function of the teacher as an artistic psychological tactician for socialization and learning in the classroom; it does not mean that the teacher's work may not be a major contribution in the treatment of a disturbed child. The statement highlights that the teacher works within a culturally defined setting - a school and a class, with socially and legally sanctioned purposes and with the materials of education. The educators' problem is how best to do the teaching, that is, what methods, grouping, time schedules, spatial arrangements, routines, furnishings, furniture, books, activity sequences, media, and what adult leadership to utilize. The challenge to education is the designed use of these variables to the end that the learnings and socialization may occur for which the school is accountable. The teacher's work may be a major contribution to the treatment of the disturbed child. This is achieved by the teacher's implementation of an ordered experience tailored to the needs of the child and by ongoing responses to the child's cues in behavior, motivation, mood, learning pattern, and relationship, which Redl, Morse, and others have called the "life-space interview."[1]

The Teacher and Collaborating Professions

The fear that emphasis on the teaching function of the teacher with disturbed children may undo the teacher's availability for participating in an integrated effort with other professional disciplines fails to take into account a necessary condition for such collaborative work, namely, that each team member must have a clearly defined orbit of competence. The teacher of disturbed children without teaching skills has nothing to integrate. The full integration of the teacher in any team effort with other professions cannot be realized until the teacher has enough skill and security with her teaching abilities. The full exposure to the variety of understandings and knowledges about a disturbed child gleaned for the vantage points and with the skills of other professions may shatter the essential energetic focus on the development of teaching skills by the trainee or new teacher of emotionally disturbed children. The timing and dosage of understandings for the trainee and the new teacher should be related to readiness to incorporate and translate the use of this knowledge into teaching activity, rather than on a general ideology which holds all team members at all times are full participants and must know everything there is to know. For the skilled and professionally mature teacher, some of the clinical material, particularly the details of the child's history, may not be relevant to the teacher's task - although knowledge of personality dynamics and the capacity to deal empathetically and objectively with these appears to be a complex of essential teacher abilities.

The Team Members as Change Targets

The purposes of professional interdisciplinary communication on one level are diagnosis, prognosis, program formulation, and evaluation, processes that must take place for intelligent planning and decision-making for disturbed children. For the implementation of the hour-by-hour program, interdisciplinary communication has a more subtle aim - to influence the behavior of the staff toward a child, to enable the staff to change each other so that the target of change, the child, may be influenced more effectively. Different professions do not communicate with each other except in policy statements issued by the professional and interprofessional organizations. People trained for different tasks communicate with each other, from the perspective of their training, their distinctive experiences with the child, the uniqueness of their understandings, and their observation of the child's response in situations they provide. These people participate, not as disembodied intellects, but as thinking-feeling-behaving persons. This transaction causes change, influencing the participants to add increments of affective understandings so that these may become behaviors more responsive to the children's needs.

Symptoms and Causes - A Concern of the Teacher

The need to understand and deal with the causes (as contrasted with the symptoms) of emotional disturbance has become part of popular speech. The teacher of disturbed children, however, does not see causes in the classroom. Indeed, the teacher deals directly with behavior which is the reflection of both the healthy and the disturbed aspects of the personality. Through the management of behavior and the provision made for the symptomatic the teacher takes causes into account and makes inferences about the drives at work.

Differences exist concerning how much the teacher has to know about the historical factors or the present needs and drives of an individual disturbed child, in order to arrange experiences so that learning may occur. Aside from the questions of confidentiality, some hold that the provisions of such information may deflect the teacher's interest from education to an unnecessary curiosity about the pathology in the child's background and the child's abnormal urges. Unconscious trends may be touched off which may interfere with the teacher's capacity to deal with the child; the teacher's spontaneity may be inhibited or the teacher may be provoked to disclose intimate knowledge in a destructive fashion.

What appears distinctive is that, as important as the intuitive sensitivity of the teacher may be to the cues which a child gives to understanding it, the communications from the disturbed child frequently obscure underlying motives. Further, the understanding of the disturbed child's motives has both cognitive and affective dimensions and cannot be achieved by intellection alone. Beyond the question of awareness of the child and self-awareness, and how these may be achieved, is the translation of this affect-knowledge into a distinctive and appropriate educational methodology.

The function of such knowledge for the teacher is clear - to facilitate the teacher's ability to provide a properly designed teaching-learning situation. While history of the influences which formed the child may be important in training the teacher to accept the psychological rationality of the child's present needs and urges, for the sensitized teacher who has emotionally learned that the nonrational and the inappropriate are understandable from the record of the child's experiences, feelingful knowledge of the child's current dynamics - that is, what the child is trying to achieve by his present behavior - should prove sufficient.

Understanding the meaning of behavior and the child's needs does not eliminate the teacher's management problems. The teacher now has the obligation to provide for the child in the light of these understandings. The understandings give the teacher a sense of purpose and direction for her tasks, enable her to live with the child. Only in these senses does understanding assist the teacher in management; not by making the teaching tasks easier but by placing in the hands of the teacher tools which may be used to vary her classroom procedure and thus facilitate learning. The ordering of classroom experiences, the arrangement of furniture and furnishings, the time schedule, the media used, the teacher's activities, the degree and nature of individual and group activities, the location of materials, the teacher's hour-by-hour response to the child's cues, and the criteria for evaluation are assisted by this understanding. This does not mean that all contingencies can be taken into account or that a precise and unvarying plan can be developed. Rather, central themes or central purposes guide the teacher who tests out what educational means may best achieve the learning objectives.

From Psychological Understanding to Teaching

For example, the knowledge that there is intruding fantasy which interferes with the child's perception, awareness, and understanding of the environment obliges the teacher to have as an objective providing for the child to become increasingly aware of reality. Some practices useful for all such students generally may be appropriate: careful noting of the parts of familiar things; identifying different sounds; contrasting the big and the little, the tall and the short, the slow and the fast, up and down, smooth and rough, loud and soft; noting the distinctive characteristics of classroom furniture, the media used, the clothing worn by the children; talking about and observing what different people do - the building custodian, the cook, the school guard; talking about and observing what different things are for - boats, trains, an elevator, a weighing scale, a stove; distinguishing between pictures and what they represent, reflections in the mirror and the objects reflected; selecting pictures that illustrate something spoken about; finding specific objects in a picture; naming the parts of the room; consciously drawing attention to time schedules.

One child may express his fantasy through his interest in the insect's work, considering it friendly, i.e., ants are his friends. The teacher has to pace leading the child from this fantasy to reality. "Let us find out where ants live." "Are ants big or little?" "What color are ants?" "Let us picture of an ant."--or, "Look at a picture of an ant." "How many legs does an ant have?" The teacher joins the fantasy to bridge to reality.

Another child may be trying to dam his fantasy by systematic, almost driven, attention to some repetitive task such as engrossment in arithmetic drill work. The teacher must evaluate how to strengthen these emerging evidences of self-help in blocking fantasy within the context of educational tasks. With children that suffer from the uncontrollable invasion of their consciousness by privately perceived fantasies, the teacher must avoid that which encourages the wider opening of this Pandora's box, that which may lead to avoidance of reality awareness and interferes with learning.

The illustration given refers to one modality of disturbed children: their confusion of reality and fantasy.

The Teacher as Curriculum Content

For children with inadequate self-concepts, more importantly than for most children, the teacher is herself a very significant part of the curriculum. Increased mastering of skills, greater awareness of reality, and more objective knowledge add increments of self to the child, but a major learning of being a person comes from other persons. The greater the satisfaction the child has from the teacher, the more the child will be motivated to be like the teacher. Whether this is called imitation, identification, incorporation, or introjection makes little difference. The teacher's person not only facilitates learning about the environment but is a critical object of learning as well.

Reinforcement of being like the teacher will depend on the teacher-child relationship and on the child's readiness and the gratifications which such identification brings. In this process, the teacher will be aware of the differences between identification and fusion and will provide for strengthening the child's differentiation as a separate person, as well as the child's need to identify with another person, i.e., the difference between being psychologically joined with another person without independent existence and growth toward being an autonomous individual, assimilating and integrating the desirable qualities of another person who has provided gratifying experiences.

IV. THE SELECTION OF TEACHERS FOR CLASSES WITH DISTURBED CHILDREN

The teacher training task is the patterning of professional behavior. This entails not only the identification of desirable competencies and the provision for experiences by which they may be learned, but in the first instance it requires the selection of candidates with the potentials for developing these abilities.

There are many unresolved problems in the selection of teacher candidates for classes with disturbed children.

What are the most desirable personal qualities?

How should these qualities be identified?

What, if any, previous experience with children is desirable?

Should the candidate have a license in a subject field before taking on work with disturbed children?

How old should candidates be?

Since the motives which impel a person to work with disturbed children may influence the kind of relationships which the person will establish with such children, should these be determined?

Is it possible to predict from motivation the qualities which the candidate will bring to the classroom?

Because disturbed children vary so greatly, should teachers be expected to have qualities which enable them to work with the whole range of disturbed children - the tough and the tender, the younger and the older, boys and girls?

If the transaction between teacher and disturbed students should be mutually satisfying in a natural, spontaneous exchange, what special needs in teachers have been identified which can facilitate this type of reciprocity?

These questions fall into two broad categories, personal qualities and previous experience, variables of extreme complexity with very little validated knowledge about them on which firm predictions may be made. Statements of the desirable personal qualities in teachers for the disturbed often sound like descriptions of saintly perfections. Even when these are more earthbound, a pervasive question still remains concerning the fixity of traits, characteristics, and attitudes, and the degree and manner in which these may be influenced by training, supervision, or consultation. Though the general mien of a person may be relatively unchangeable, the adoption of this style to the needs of disturbed children still remains the task of teacher training and supervision.

The Younger Teacher

Some teachers with relatively little exposure to normal children, who entered teaching towards the end of their own adolescence--in their early twenties--have done very well; others have failed. The hazards here are not so much in the lack of experience with normal children but in the possibility of inadequately resolved adolescent turmoil with its complicated attitudes toward authority and problems of sexual identity. This turmoil may produce an immobilizing identification with the child's illness, hostile rejection of the child because of the mirrored reflection of self, the disguised expression of competitive feeling with children, subtle conspiratorial ganging-up with the children against the school authority and other teachers, or in other noneducational relationships.

Some young teachers have been very successful with disturbed children. These teachers are gifted with a capacity to empathize without joining the pathology, imbued with optimism and idealism, and capable of enthusiastic enjoyment of childlike activities. They communicate a confidence-inspiring recognition of small increments of growth and faith in the child's potential for further learning. For these young people, working with disturbed children may become an opportunity to serve a cause in which to invest selflessly and, through the work, to satisfy their own needs for developing into professional adults. The younger teacher may represent to children a readier person with whom to identify because the remnants of the child in the still-forming adult are more within the reach of the disturbed child, making the teacher an available older "brother" or "sister."

Unlearning, Relearning and Transferred Feelings

This implies another role of the teacher, resulting from the fact that the disturbed child will impose on the teacher qualities which are not the teacher's but the transfer of feelings and perceptions learned in previous important relationships and explicable from the child's life history. With respect to such projections the teacher, in her human encounter with the child, by behaving differently from the response which the child anticipates, will be helping the child to unlearn, as well as learn, about people and self.

If it is assumed that the child has transferred feelings to a young teacher or teacher-intern, that older brothers and sisters are hostile, cruel, and overpowering, this may be expressed in a number of ways: by provocative, sly behavior; by avoidance of learning since older brothers or sisters are unbeatable, or because any effort to achieve is weighted with dangerous retaliatory feelings.

The teacher's management of her relationship with the child and guidance of the child's relationship with other children may be critical in providing experiences by which the child may achieve a new assessment of self in relation to others. The child's uncontrollable projection is silhouetted against cumulative responses in which the adult does not enter a pathology-reinforcing cycle. The teacher does not reexpose the child to the traumas which contributed to the disturbance by behavior or by discussions which try to uncover the origins of these feelings. The teacher acts in the context of her role as teacher. There are any number of alternative courses for the teacher, depending on the child, the situation, and the teacher's skill. She may pace her relationship, diluting it so that it does not interfere with the child's capacity to attend to school tasks. She may deflect, reflect - or deal directly with the child's distortions. She may explain the reasons for the procedures to which the child objects. Sensitive counseling focused on the realities of the classroom and on behavior suitable to the situation has always been a major teacher responsibility. Training, supervision, or consultation should strengthen the teacher's capacity and skills in implementing this part of her role with disturbed children.

The Experienced Teacher

Teachers with experiences with normal children sometimes do exceedingly well with disturbed children, and sometimes fail. The advantages of a candidate with successful teaching experience are the competencies achieved in group management skills, the mastery of methods of teaching, and proved ego strengths to engage in teaching. One hazard is that practices with normal children, having been reinforced by success, may not yield to necessary variations in procedures and methods more suitable tailored to disturbed children. Another limitation grows from the accustomed isolation of the classroom teacher of normal children with no consultation, supervision, or collaboration; learning new professional relationships may be difficult. The possible advantages of this are in a greater degree of responsible, independent functioning.

The Personal Attributes of Successful Teachers

In a study sponsored by the U. S. Department of Health, Education and Welfare, a National Committee on Competencies Needed by Teachers of Children Who Are Socially and Emotionally Maladjusted reported on the desirable attributes of such teachers. A representative sampling of 75 superior teachers of disturbed children thoughout the nation rated the relative importance of their own training, abilities, knowledge, and personal qualities.[1] Among the personal qualities which the expert committee defined were the following:

> "The teacher should know what his limits are, what he can do, and what he cannot do. He should be able to accept his own limits, and to refer to others, without feelings of guilt, those problems he cannot solve."
>
> "The response to parents should be neither morbid nor over-sentimental...."
>
> "He needs to be consistent...willing to follow through with the problems of each child...able to help children transform imposed discipline to self-discipline...able to accept negative, hostile behavior. He needs to be free of a driving need to be liked by all his students.... He will be able to reject behavior without rejecting this child."

None of the above items are listed under personal qualities but, nevertheless, appear to be based on considerably more than cognition. Certainly behavior which reflects accepting one's own limits without guilt entails many components aside from intellectual acknowledgement. Is there not a justifiable inference that in training and in supervision the candidate must experience from others an acceptance of his own limits, as well as the opportunity of building the professional self on strengths? Is this not similar to the problem of educating disturbed children as well?

The committee on competencies also identified desirable personal qualities of teachers of all disturbed children and further competencies for teachers working in residential schools and treatment centers.

The committee's inventory of personal qualities for all teachers is as follows:

> "The personal qualities of teachers of socially maladjusted or emotionally disturbed children are as important as their competencies. Children always learn more by example than by precept. They should be people of good judgment, possess a sense of humor, have the ability to place people and events in proper perspective, have adaptability and flexibility of mind, be conscious of their own limitations and idiosyncrasies, and have a normal range of human contacts outside the daily task of working with problem children."

In its considerations of teachers for disturbed children in residential facilities, the following comments were made:

> "These personal qualities are listed by the committee in addition to, or in greater degree than, those previously described: unusual vitality, a high degree of enthusiasm, ability to absorb strain, emotional energy and resiliency, high frustration threshold,

> and good physical health and endurance; resourcefulness, creativity; empathy with difficult types of personality; absence of vicarious satisfaction through the anti-social feelings and behavior of others; maturity, freedom from distorted satisfactions, sense of proportion, lack of authoritarianism or need to be loved by all; stability, freedom from unreasonable anxieties, sensitivity without irritability, toughness without callousness, faith in the ability of children to change."

Among the personal qualities for teachers in residential facilities, noted in other parts of the committee's statement, are:

> "...the ability to appeal to the healthy aspirations of the child while accepting him as he is and the capacity to absorb 'negative hostile behavior'."

While these are qualities which can be enhanced by knowledge and technique, they are dependent on the teacher's personality in a more total sense. With reference to the absorption of "negative hostile behavior", the phrase requires so many qualifying conditions as to be somewhat meaningless. The quality of the teacher's responses to negative behavior may have long-term influence on the child and may be essential for the maintenance of a learning climate in the class. Nondisapproving response to negative, hostile behavior is one alternative which may be necessary with particular children in particular groups at particular times.

The teachers in the study were asked to note whether personal characteristics differing in degree or kind were needed by teachers of the maladjusted children as compared with those working with normal children. Over two-thirds of the teacher respondents answered this affirmatively. In commenting on these characteristics, a number of qualities were identified by the teacher.

They stressed the importance of accepting socially maladjusted children despite their behavior as "...ability to take hostility, even abuse and vulgarity, without feeling that one is failing in one's job."

The teacher wanted their professional group "made up of happy individuals... with a buoyant point of view."

One teacher whose observation is quoted because it describes this quality remarked, "They must live a well-balanced life and have a normal range of human contacts outside the daily task of working with the maladjusted child."

Additional expressions by the teachers indicated other traits. "The human side cannot be glossed over; no amount of education or supervision can make a teacher of the maladjusted; there must be personal motivation--almost to the point of producing a missionary point of view...." "...many teachers who have been successful with normal children cannot take the stresses and strains involved in handling maladjusted children." One teacher reported, "Let the socially maladjusted child know you do not feel as other adults do about children in trouble; 'I'm on your side, because I, too, had trouble growing up'."

A careful reading of the quoted portions indicates that they place into words different teacher personalities, styles, and preferences - for example, the balanced life with many interests and responsibilities versus the single-minded, selfless zeal and devotion of a missionary.

Among the other desirable teacher attributes mentioned frequently were "patience", "sympathy," "emotional stability," "attractive appearance," "friendliness," "kindness," and "imagination."

The committee of specialists recommended that teachers of disturbed children should have experiences with normal children before working with the maladjusted and stressed that "work in camps, institutions, community centers, and leadership of youth groups are as important as previous teaching experience."

The teacher respondents also favored a background of experiences with normal children, many indicating that this should be on-the-job teaching. The report notes that "one aspect which may have been in their minds is the fact that this is also a way of guaranteeing more generalized maturity on the part of such teachers."

Two observations made by the author concerning the selection of teachers and their personal qualities are noteworthy. In one article discussing the training of teachers of emotionally disturbed children and socially maladjusted children, it is stated that candidates with serious unresolved psychological conflicts should not be selected to work with these children. Those who had received professional help with their emotional problems are sometimes capable of working with these children "successfully and constructively."[2]

Describing the qualities of teachers who worked well with very disturbed children and adolescents in a school within a residential treatment facility, the author stressed need for teachers to be "possessed by convictions, by affective understandings and qualities which guide response. Among these are faith in the ability of children to change and a respectful regard for their persons; appreciation of the unconscious sources of behavior, and the ability to make discriminations in the management of experiences for children to implement such understandings; respect for and trust in the intuitive humane responsiveness of oneself and one's colleagues; belief in the validity of the collaborative efforts of different professional functions as essential to the child's improvement; resiliency--the capacity to bounce back and to enjoy working with these youngsters despite tough days or weeks and disappointments; self-awareness and profound awareness of the children without loss of spontaneity; the ability to be tender without being sentimental and to be tough without...being callous."[3]

Many of the personal qualities which appear desirable are not fixed entities but are themselves subject to change by learning. What seems necessary in the selection of candidates is an assessment of their potentials to learn and to change by teacher training and on-the-job supervison or consultation so that they may achieve a range of patterned responses suitable for disturbed children.

While there are differences of opinion concerning the kind of previous experiences candidates should have--with normal children or with disturbed children, in nonschool or classroom settings--there is agreement that work with children is desirable before teaching the maladjusted. Again, there may be varied viewpoints about the maturity of candidates but agreement on the absences of severe internal conflict, whether engendered by the sturm und drang of the remnants of adolescence or by persistent, unsettled internal conflicts which may immobilize, evoke retributive responses, or otherwise reinforce the child's emotional problem. Perhaps the suggestion of previous successful work with children is intended, as noted, to guarantee greater maturity and good ego strengths.

Hostility in the Classroom

A more recent study which used the competency list developed in the U. S. Office of Education compared the responses of teachers of the emotionally disturbed in residential schools and in special classes with those of regular class teachers.[4] Among the 18 items rated which dealt with personal qualifications, only one was found to be significantly more important by both groups of teachers. This was the "ability to accept pupils who expose you to physical violence."

Without information concerning the residential centers and the special classes from which the teachers responded, an acceptable definition of violence, and more knowledge of the type of educational experience provided - how appropriate and need fulfilling, how inappropriate and frustrating - this apparent difference has little meaning. To take it literally would mean that teachers of the emotionally disturbed must be ready to be the object of violence or should be trained in prizefighting and jujitsu and be equally prepared to work a policeman's beat in a tough neighborhood or in a ward in which patients need restraint.

Some delinquent children need to experience that their teacher or club leader is a gang leader who is a gangbuster, but these same children may respond enthusiastically to a gifted female music teacher in the arduous task of preparing to present the "Pirates of Penzance." One may wonder whether a large number of the respondents who were teachers of disturbed children were not reflecting the absence of supervision, consultation, or intuitive sensitivity in avoiding entering a mutually provocative situation or whether the program provided socially approved outlets for the superabundance of aggression in their students. The implication that teachers of the emotionally disturbed have to be prepared to work with children who are actively violent toward them is not in keeping with experiences of large numbers of teachers and teacher supervisors in special classes and in residential schools for emotionally disturbed children. This may be a sampling or a semantic problem. There is no doubt that teachers of emotionally disturbed children must know how to respond to hostility, to inappropriate aggression, to disorganized behavior - without violence.

Task-Oriented and Person-Oriented Teachers

Teachers may be classified in a great number of ways, but if the styles in which they perform their roles in providing planned learning experiences are examined, they may be divided into two broad categories: the task-oriented, stressing orderliness, structure, subject matter content, and direct attack on skills and knowledge; the person-oriented, sensitive to nuances in group process, whose classes have structure emerging from student application because of interest, and concerned with psychological growth, as well as with skill and knowledge achievement. Both styles of teaching have been useful with disturbed children. The hazards of the first are in rigid, inflexible, compulsive systems, and of the second in formless, chaotic license.

Theory and Intuition

In his preface to the classic by August Aichhorn, *Wayward Youth*, Sigmund Freud commented on Aichhorn's unusual capacity to work with dissocial youth.[5] He ascribed this to Aichhorn's warm sympathy and intuitive understanding of the youngsters. Freud added that there was little that Aichhorn obtained from his psychological training that was of practical value; what he achieved was the theoretical justification for his actions, and the ability to interpret his work to others. The impact of teacher training should be more than intellectual rationalization for what one would do naturally and without training. Freud's observation, however, places a wholesome stress on the primacy of the qualities of the person who is the teacher, his intuitive sensitivity and individual artistry.

The experiences provided to candidates in their selection (whether for additional training or for a job) are themselves part of orientation, a communication of values and expectancies. Teaching disturbed children involves such intimate and individual qualities that this should be reflected in the recruitment process. Four elements seem to be the desirable ingredients in this process:

1. Observation of a candidate's work with children in a classroom or other setting. If this cannot be arranged, then an evaluation of the candidate's work with children by a supervisor.

2. An assessment of the candidate's personal qualities and motivations, with an analysis of learning blocks, personal strengths, potential for change, and personal limitations by a competent clinician.

3. An assessment of the candidate's knowledge and skill as a teacher, previous work history, interests, and hobbies by an educator who knows the teaching situation and the quality of the children who will be taught. In this process, the educator imaginatively projects the teacher into the class with children to both feel and conceptualize the appropriateness of the anticipated transaction.

4. An assessment of the level of other desirable knowledges and skills, such as an understanding of the role of other professions working with disturbed children and of community services; the ability to record; knowledge of school policy and structure.

Such a process should not only help in making a selection decision, but also should provide the knowledge on which to build a preliminary educational and/or supervisory program for the teacher.

V. RECRUITING AND TRAINING TEACHERS FOR CLASSES WITH DISTURBED CHILDREN

Problems in Defining Trainable Competencies

In view of the present level of knowledge, it would be presumptuous to fix with certainty the competencies which teachers of emotionally disturbed children should have or to indicate any exclusive sequence of experiences by which competencies may be achieved. Present understandings are based on insights garnered from the behavioral sciences and the commonsense impressions and inferences from experiences of those who have worked with these children in school settings. The circumstances warrant an eclectic point of view, with the admitted disadvantages of apparently incompatible beliefs.

This should not inhibit school systems or teacher training institutions from defining a limited number of hypotheses concerning teacher competencies based on a circumscribed internally logical system of beliefs; formulating teacher training and supervisory programs within this narrower range; and evaluating the outcomes of such undertakings. The design of such programs, particularly the evaluation of their effectiveness on the change targets - the teachers being trained and their impact on the disturbed children - are complex and difficult research problems.

Further, the range of differences among disturbed children - in the areas of individual intactness; in the nature of their impairments, their intelligence, their class and social differences; other handicapping factors such as mental retardation, cerebral palsy, other brain impairments, blindness or deafness; their ages, their sex, the subtle impact of various settings, organizational structures and processes - should caution against firm generalizations about any group of skills and abilities universally needed by teachers of emotionally disturbed children.

The Regular Class Teacher and Disturbed Children

Neither is there any certainty about the differences in competencies between teachers of regular classes and teachers of special classes for the disturbed. All teachers have their share of disturbed children in regular classes. It would, therefore, be desirable to give regular class teachers opportunities to develop competencies which would enable them to work effectively with disturbed children. With this additional training, satisfactory on-the-job supervision or consultation, and with clinical services available to the disturbed children in their classes, these teachers might provide effectively and economically for the education of many disturbed children.[1]

The School and Other Community Services

It is true that the school may contribute to the emotional problem of a disturbed child. The incubus of the child's difficulties, however, is generally not the school. The school is the one public institution which has contact with nearly all children. It is in school that the problems of a disturbed child often are noted for the first time. The change from home to school in the kindergarten or first grade, from elementary school to junior high school, may present the child with demands and tasks for which he is not prepared. Or, internal changes at puberty or adolescence may bring to the surface problems previously less visible. Despite the child's problems and the damaging social and psychological environment at home and in the community in which many of these children live, the school's obligation is to provide them with educational experiences which will enable them to attain the skills, knowledges, attitudes, and appreciation necessary for effective living.

Accepting this responsibility does not imply that the school could not do its job better if the out-of-school environment were improved. It merely disallows the rationalization of giving up because the problems are many. More halfway houses and small group foster homes, with employed and supervised professional child-care workers, are needed than now exist. More clinical services are necessary. Some reassignment of existing mental health personnel on a community benefit priority basis appears justified. Service systems for the deviant will never be equal to the perception of need.

There is no clear, objective definition of which disturbed children should receive educational services in hospitals or in child-care institutions. In a study of children in various types of residential facilities (State training schools, State hospitals, child-care treatment institutions), researchers were not able to distinguish significant differences in the various populations, despite distinctive intake criteria of these agencies.[2] One suspects that if their study had included children in special classes for disturbed children in community public schools, no important differences would have been found, either. Perhaps the only unambiguous intervention criteria are the intake definitions for socially maladjusted and the emotionally disturbed adults when they are committed to State hospitals or prisons.

The public school has an interest in seeing to it that social welfare, child-care, and mental health services for disturbed children are more adequate, more realistically allocated, and that the effort to define the type of therapeutic leverages most adequate for different disturbed children receives more intensive concern from the agencies working with these children, including the school.

Working Creatively Despite Uncertainties

If ambiguity and uncertainty are inevitable for workers in all human-serving professions, they are more so for those working with disturbed children. This may imply a rarely noted competency for teachers of disturbed children: the ability to work productively, without dogmatism or disorganization, despite present uncertainties. Existing knowledge about these children has gaps.

No one person can master or be familiar with all the knowledge from the fields which impinge on the education of the disturbed. Even the knowledge acquired requires artful transmuting into operations, i.e., good teaching practices. Despite the shortage of specialized mental health personnel, the increasing social expectancy is that the school and the teacher will help to remedy the difficulties of the maladjusted and the disturbed. There is no clarity about which types of programs are best for which types of disturbed children. The practice of many private mental health agencies has a self-determing quality, unrelated to community priorities, selecting clients on broadly excluding criteria. The mental health specialists, when available, often are without ability to communicate or help teachers with disturbed children. The integration of services among public and private agencies is difficult to achieve. Many facilities set up to provide services to disturbed children have a high rate of failure, judged by recidivism studies. The advocates of different orientations - biological, psychological, and sociological - are often competitive, with practice implications in conflict. Even research studies have apparently contradictory findings, such as, reading retardation in disturbed children is best overcome by group therapy alone; by special tutoring alone; by a combination of group therapy and small group remedial reading; and so forth.[3,4,5] In short, a characteristic of the field is pervading ambiguity. Educators working with disturbed children should be able to live with the uncertainties of the field. This ambiguity should be felt as an opportunity for creativity, for making a contribution to the quest for better practices with firmer theoretical foundations, and for influencing a more rationally allocated service to disturbed children.

Service, Research, and Training

Related to the general status of knowledge and practice in the field and the burgeoning demands on public schools to provide special education to disturbed children is the desirability for uniting these services with training and research. The triumvirate of educational service, educational research, and teacher training should be incorportated in all school programs; it is needed particularly if the teaching of disturbed children is to go past its beginning stage.

Teacher Training Personnel

While there is a shortage of specially trained teachers, in a more fundamental sense there is a lack of teacher training personnel in the universities who have had extensive classroom experiences with disturbed children, and a shortage of teacher supervisors with similar experience in public school systems. From the point of view of broad educational planning, a proper present strategy might be the development of a corps of teacher trainers and supervisors with "foxhole" experience in classes for the emotionally disturbed. Conant's concept of "clinical" professors of education is relevant. There is a correlative obligation which the fields of psychiatry, clinical psychology, and psychiatric casework have for training personnel capable of communicating meaningfully with teachers and for reviewing the present disposition of mental health resources.

Sources of Defined Competencies

Some efforts have been made to identify teacher competencies for emotionally disturbed children. The most thorough study, mentioned previously, was conducted under the supervision of the Office of Education, U. S. Department of Health, Education, and Welfare. A Committee on Competencies, made up of seven educators with extensive experience in the field, described the personal qualifications, skills, and knowledges believed to be necessary for teachers of children who are "socially and emotionally maladjusted." In addition, 75 teachers of such children, designated as superior by their supervisors, rated approximately 160 items on inquiry forms as very important, important, less important, or not important. A checklist of competencies, prepared by Dr. William C. Kvaraceus, will be found in the appendix; the checklist is based on the statement of the Committee on Competencies and the responses by the teachers.

In an article published in Exceptional Children, March 1961, a proposal was made for the training of teachers of emotionally disturbed and socially maladjusted children.[7] The competencies noted in the statement are quoted in the appendix.

Dr. Eli M. Bower, Consultant on Mental Health in Education for the National Institute on Mental Health, has prepared some thoughts on "Possible Strategies in Planning Training Programs for Teachers of Emotionally Disturbed Children."[8] This, too, will be found in the appendix.

Available University Training

There are a number of universities with programs for training teachers of the emotionally disturbed as part of their graduate programs in Special Education. Some graduate schools of education provide single courses or workshops for teachers working in the field. The orientation of these programs varies from school to school, and reflects the present need for testing various patterns of training.

Using Teachers Prepared for Other Fields

Observations made about differently prepared teachers who have done well are noteworthy, since they may point to possible sources of personnel. Reports have been made that teachers prepared for preschool nursery and kindergarten work, for classes for the mentally retarded, for industrial arts classes, and for physical health education have worked successfully in special classes for the emotionally disturbed. While no evaluation of these observations is possible (nor is it possible to ferret out the personal equation from the role of training) these impressions should not be discarded.

The greater emphasis on child growth and development, the understanding of the emotional needs of young children, the use of play materials and readiness activities, the preparation to work with individuals and small, transient subgroups - prepare nursery school and kindergarten teachers to work with some disturbed children in the early elementary grades.

Teachers working with the mentally retarded take on quasiparental functions; stress remedial instruction; use multisensory and motoric methods; and provide simple doses of reality, occupational information, and craft activities. These abilities and program activities may be appropriate for some disturbed children throughout the elementary school and on a junior high school level.

The nonverbal concreteness of the arts and crafts skills which the industrial arts teacher mediates, the shop setting with its work and "big man" climate, the functional relevance of science, reading, arithmetic, and social science skill and information, the capture of the child through making something for itself or for others, are all useful for some types of disturbed children. A recent report by Herbert Cohen on a total educational program in an industrial arts shop for some boys at the Hawthorne-Cedar Knolls School is suggestive, though the program cannot be taken out of the context of the many treatment services at this residential facility.[9] For girls, the equivalent might be the homemaking class.

The physical education teacher provides: an approved aggressive discharge through big-muscle activity; disciplines involved in learning the skills of sports; the cultural approval of the sports hero; and symbolic realization through the different physical education activities provided in good physical education programs. Because the physical education teacher himself is likely to empathize with the need for motoric action, he also may provide the kind of person who can work well with certain disturbed children.

The writer knows of nursery school teachers, industrial arts teachers, teachers prepared to work with the mentally retarded, and physical education teachers who failed miserably with disturbed children - so that whatever appears a product of trained competencies only is insufficient without personal qualities and the art of teaching.

Teacher training, even on a graduate level and including a good practicum, is preparation for professional practice. As long as more knowledge is accumulated in the content fields, new methods and new materials are developed, new insights about individuals and group psychology are produced, and greater refinements are made in understanding the processes of social organizations, the education of teachers is not completed. Even more, the basic educators of teachers are children; for the aware teacher, the classroom is a perennial source of professional growth, a teaching-learning situation for child and teacher.

The Trainable Competencies

What, therefore, appear to be the minimums to be achieved through training teachers before full employment or during the early years of practice with disturbed children? What skills, abilities, knowledges, and understandings appear desirable for the patterning of a professional teacher of emotionally disturbed children?

These may be broadly divided into two areas of work: first, the direct services to children in the classroom, shop, or gym; second, the nonclassroom responsibilities.

1. Classroom Competencies:

The teacher should know the content, the methods, and materials of the field in which she will be teaching.

She should be able to set up classroom routines and maintain an orderly class group.

She should be sensitive to the subtleties of group processes in the classroom and be able to use seating arrangements, group interactions, and group events for their educational value. She should be able to manage a number of subgroups at the same time, established because of common learning levels, the compatibility of the membership for learning, or because the association of particular children with each other is a constructive experience.

She should be able to use herself, aware of her own responses to the attitudes and behavior of her students, with knowledge that the children express to her emotionalized behaviors which they have learned elsewhere, and which are not reactive to her. Through her actions and reactions, the teacher corrects these distortions by avoiding entering the child's provocative cycle and by maintaining her role as a teacher.

She should be aware that she is as much part of the curriculum as the content of subject fields; that the children will grow from the mastery of content skills and knowledges and also from what they learn from her about how to be a person and about themselves by how she responds to them.

She must be able to individualize her actions to different children, through her functions as mediator of the culturally worthwhile, timing her demands for work and opportunities for choice, accommodating to the distinctive learning patterns, strengths, and limitations of different children. She should be able to make such differentiations with security, growing out of conviction based on understanding of individual children and the needs of the group.

She should have remedial teaching skills in the basic tool subjects and be able to use these in the context of the class, as well as in individual tutoring.

She should have skills in craft work, games, and group singing.

She should be able to arrange class schedules so that the sequence of activities maximizes learning by taking into account attention span, need for approved expressive release, the amount of sitting and the amount of moving the class group and the individual students need.

Working with disturbed children requires careful lesson planning, as well as the ability to depart from the planned lesson, either because of the individual or group mood or because some item of greater educational potential has caught the fancy of the class or the individual.

By her behavior in class, she should communicate affective understanding of her students, faith in their capacity to learn and grow, and the conviction that her motives are to provide them with opportunities for further achievement.

She should have a plan and a purpose for each child, and be able to evaluate how the child responds to the plan. The plan should be stated in educational behavioral objectives touching on the child's learning in skills and knowledge, the child's attitudes and behavior toward the classwork, the teacher, other children, and self.

In her management of individual and group problems, she should be able to restore the learning climate, achieving this with methods which contribute to the long-term incremental learnings from the cumulative impacts of such experiences.

2. Nonclassroom Competencies:

These are likely to vary with the setting, some differences depending on whether the classes are in a residential institution or in a community day school. Within residential settings, they will depend on the policies of the agency, the types of nonteaching personnel, the organizational structure, and the practices of the larger institution. In day schools, they will depend on whether the classes are in regular or special schools, the availability of other services through the school or through other community agencies, and the policies and organizational practices of the school. Such distinction will not be taken into account in the listing below.

She should be able to relate appropriately to a supervisor and/or a consultant, as well as to other professionals employed by the school or by the community agencies who are working with the child and his family. These relationships also require: affective understanding; the ability to share; knowledge of what should be asked and what should be told; involvement as a professional person; and availability for learning, as well as for taking a part as an influence on others. Even if the other professionals do not understand or behave their roles, the teacher should be able to extract information and understanding from them which will be useful to her and which she expects them to have at their disposal because of their training and experience. She should be able to translate such information into educational practices, as noted in the previous section, Classroom Competencies.

In the absence of consultant or supervisory services or other professionals in the school with whom to collaborate, the teacher should be able to accept the limitation. She should make plans for her students based on their educational levels and her intuitive sensitivity to their needs, seeking out such resources as may be available in community agencies or universities.

She should be able to discern, record, and communicate significant characteristics of her students individually, as well as group processes in the classroom.

She should know various community agencies serving disturbed and maladjusted children and be able to make proper referrals directly, if necessary, or by making suggestions to school personnel responsible for such contacts.

She should be able to discuss children with referral sources, including the teachers of classes the children previously attended.

Since one problem of special classes is the isolation of the teacher and children from other school activities, as well as the derogatory definition which the class may be given, she should make all efforts to keep herself in touch with other personnel in the school and to involve her students in activities with other children.

The special class placement, despite precautions and safeguards in the referral process, may be interpreted by the students as a confirmation of their inadequacy and unworthiness, and add to the already existing feelings of rejection. In addition to the personal acceptance from the teacher, these children need a sense of continued belonging and approval from the broader society of other children and adults. The teacher should be able to cultivate class projects and activities and talents of individual children; these may provide them with approval by their social world because they contribute to the welfare or enjoyment of others.

While there may be differences with this suggested list of trainable competencies, it appears to agree with many of the suggestions contained in the checklist prepared by Dr. Kvaraceus, the statement of "Possible Strategies in

Planning Training Programs" written by Dr. Bower, and the recommendations in other articles listed in the bibliography.

Recruiting Candidates

A key question still remains about how school systems may recruit such teachers for special classes for emotionally disturbed children; or, how university students showing potential and interest may be enabled to achieve these skills, knowledges, and attitudes.

Recruitment, in the first instance, should come from within the school system itself. Good teachers who have shown native ability in working with disturbed or maladjusted children should be the first source of possible personnel. The inducements to such teachers may be many: smaller classes; individualized instruction; opportunities for working with other professionals; the challenge of creatively contributing to a beginning field; the possibility of promotion to supervisor if the number of classes expands; salary increment; additional training opportunities at the expense of the school district or for salary credits; liaison with a special education department in a local university. A most serious error is to assign the teacher and shut the door on the class and the teacher, believing that the problem has been solved by creating an educational "morgue."

The selection of a promising teacher from the staff and the preliminary studies leading to the assignment of students to the class are only the beginning. If the teacher is satisfied with having a special class of disturbed children without supervision or consultation or fails to take advantage of other avenues for learning and growth, the probability is that the wrong teacher has been selected and that the school system was not really prepared to begin the class in the first place.

Better still, if promising teachers are found on the staff, an investment of some time (probably a minimum of one full semester and a summer session in training) would not be a luxury to enable the achievement of those minimum understandings and skills appropriate to the job. The nature of this training will be touched on after considering other alternatives as sources of personnel.

As noted, some graduate schools of education have special programs to prepare teachers to work with emotionally disturbed children. These might be a second source to explore in the search for personnel. Since there are few programs of this nature, with a relatively small enrollment of students, this resource is at present limited.

There may be among newly trained teachers who apply for assignment to regular classes individuals gifted to work with disturbed children, who have had some work experience with disturbed children in an institutional camp, a private day school for disturbed children, a settlement house, a hospital, a child care residential institution, or some other similar facility or agency.

Whether teachers are selected from the school systems's faculty, one of the colleges providing special training, or from the pool of applicants for regular jobs, the selection process noted at the close of Chapter IV should be followed.

Achieving the Trainable Competencies

If a teacher is recruited, how should this teacher be helped to achieve the competencies previously described? There is no substitute for supervised teaching experience as a means through which to learn to do the job and to motivate the quest for additional knowledge and understandings. This is true for preprofessional training, as well as for the teacher on the job.

For the teacher in training, a carefully supervised practicum (beginning with a brief period of observation and recording of classroom practice, and case conferences, followed by 400 hours of classroom experience in two settings - a residential school and a day school, with paced participation in case conferences and individual conferences, supplemented by problem-centered workshops with other intern teachers) would be the most important aspect of special training. The plan might provide for the teacher to work with groups of borderline psychotic children; unsocialized, impulsive, and aggressive children; and the more social delinquent children with impaired values. The learning and management problems of these modalities differ, and the prospective teacher may have natural talents for all or for some of these.

Bower suggests that the trainee should be required to have teaching experience in a residential institution or hospital for emotionally disturbed children because the situation is "panic free;" that is, the teacher is totally surrounded by other personnel exclusively involved with disturbed children in an artificially created community in which everything is tailored to provide services and meet emergencies. There are such hospitals and institutions in New York. In residential settings, the roles of the professions are likely to be more clearly defined because other personnel are available in these agencies on a more continuous basis. Consequently, additional training advantages may be present.

Part of the training should provide the intern teacher with opportunities to talk in depth with a mental health consultant, both in individual consultation and in discussions to help understand and use this relationship and to distinguish it from other specialized resources.

Psychological and psychiatric concepts are expressed in distinctive terms generally not familiar to teachers. The learning and incorporation of concepts from these fields probably is best achieved by concurrent experience with children, case conferences, workshop discussions, and individual and group supervision. At some point, a more systematic learning of personality dynamics should be acquired. This could easily become verbal gymnastics with jargon if the groundwork of experience has not occurred and if the course is not directed toward the tasks of teachers, rather than those of social workers, probation officers, public health nurses, or some other professional practice.

Learning about community resources can be a meaningless exercise in visitations and the collection of public relations literature and lists. There appears to be greater merit in assigning each of the students of a college class to a different agency for 20-30 hours, such as a family court, a child guidance clinic, a family service agency, a group work agency, a mental health clinic, a department of welfare district office, or a public health service. Each student then learns in depth about one type of agency--its services, clients, staff roles, procedures. Class presentations and discussions enable all students to understand the agencies more thoroughly than superficial visits to many agencies.

In all school systems, teachers, supervisors, or administrators may have to interpret the work of individuals or a class to parents or community groups interested in the program. The role of educational and clinical personnel in such contacts and the manner in which to interpret the purposes of the program to lay organizations are knowledges and skills which should be acquired as part of training, as well as by the supervised implementation.

Extension Services

In view of the short supply of educators who have had extensive experience with disturbed children, it might be strategic for teacher training colleges or the New York State Education Department to arrange for specialists in the field to assist school districts in initiating programs and, by providing extension services to such school districts over a period of years, to assist in the development of such programs.[10] In the area of the education of emotionally disturbed children, a more active integration of teacher training programs in colleges and ongoing programs for children in school may not only provide for the availability of the limited number of specialists to school districts but also keep the training programs more functionally related to the field and assure that research and training would be an integral part of such programs.

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APPENDIX I

COMPETENCIES FOR TEACHERS WITH EMOTIONALLY AND SOCIALLY HANDICAPPED CHILDREN

Possible Strategies in Planning Training Programs for Teachers of Emotionally Disturbed Children -- Some Thoughts by Eli M. Bower, Consultant, Mental Health in Education, National Institute of Mental Health

"I. Selection of Candidates

Probably best bet here are candidates who show promise of becoming good teachers especially those competent in group management techniques. Should have basic academic content well in hand and head.

A certain amount of emotional maturity (how measured?) desirable but not of highest priority. Emotional immaturity or rigidity undesirable.

"II. Content and skills which training institution needs to communicate to trainees

1. An effective and usable professional self which can be employed as content and as a purveyor of content and is available to trainee as a resource and an area of learning. This can probably best be learned along with a usable and interdigitated (academic and experiential) theory of personality dynamics. This should be a major learning area in the training program, but how does one do this?

2. Basic knowledge and skill in a wide variety of remedial techniques in basic school subjects primarily reading and arithmetic. Knowledge should include creative use of techniques in non-remedial settings. Some of the training of teachers of retarded children, techniques of employing concrete learning experiences might be tried. Proficiency in the use of industrial arts materials should be part of program--woodwork, art techniques, metal work, etc.

3. Ways and techniques of making educational sense of clinical material or how to use the healthy parts of the personality of children in building ego strengths.

   Some good case materials ought to be developed which can be used as teaching examples. It also ought to be made clear to teachers that such clinical material as will be made available is by request of the teacher and that under normal circumstances teachers use their own good sense and skill in planning and developing their educational program for emotionally disturbed children based on educational needs.

4. The cognitive and affective procedures in consultation-consultee relationships; or how to be a productive consultee to a potentially unproductive consultant; or how to ask the right questions of clinical personnel and how to conduct oneself so as to grow and learn in the relationship.

5. Communication with parents, teachers and other relevant adult figures in the child's life.

   The skills and limits of the teacher's responsibilities in talking with other adults about the students need content and direction. In schools where the special class teacher is somewhat alone, such communication will be demanded by parents and other teachers. Keeping the teacher within her educational world but providing her the skill and meaningful words with which to talk to others is important. The teacher may also bear a heavy burden in parent liaison for which she should be prepared.

6. Probably the most significant skill the teacher will require are techniques of group management and group control. Individual control techniques ought to be included also. Orchestration of small sub-groups and ways of arranging the normal three-ringed circus classroom are important.

7. Experience and panic free teaching of emotionally disturbed children in a hospital or residential setting should be required. There ought to be some satisfaction in this for the trainee at least to the point of coming back for more. The teacher should learn to see her professional role as a teacher and be helped to maintain her professional integrity. Needed are instructors senior grade not psychiatrists junior grade."

(From correspondence with the author)

What Is the Content to be Mediated to Prospective Teachers of or Teachers Currently Working With Disturbed Children? -- Barney Rabinow, Lecturer, Special Education, Hunter College and Adjunct Associate Professor, Yeshiva University.

"1. There is a contribution which should come from the psychiatric profession dealing with psycho-social growth and development, personality structure, ego-mechanisms, the impact of deficient rearing experience, the methods of reconstruction or support for disturbed children, the dynamic structure of the personalities of disturbed children.

2. There is a body of understandings which should come from the psychological field dealing with the nature of intelligence, the nature of learning disabilities, the relationship of learning disabilities to emotional problems, the specific technical devices for the diagnosis and remediation of learning problems, the concepts necessary for understanding the findings of projective and psychometric instruments.

3. There is a body of knowledge which should come from the sociological sciences dealing with culture conflict, class differences, problems of group living in tension areas, differing rearing patterns and the possible relationship of these to personality formation, minority group problems, epidemiological distribution of emotional disturbance and delinquent behavior, the transmission of values. Sociologists also can contribute their understandings concerning how the emotional climate, the informal and formal relationships and the services provided are conditioned by the organizational systems in schools and in resident institutions.

4. There is a body of knowledge concerning community organizations--the services of private and public agencies, the family agencies, child guidance clinics, the Domestic Relations Court, the various social and legal definitions of the status of children, adoptive homes, foster homes.

5. There is a body of knowledge defining the orbit of competencies and the various role standardizations of the different professions working with disturbed children, as well as skill in reading and understanding records, writing records, and communicating with the other disciplines.

6. There is a body of knowledge from the group work field involving peer culture, leadership patterns, the relationships of limits and permissiveness, the differences in group climates, analytic understanding of small group structure and interaction.

7. There should be mastery of skills with practical arts and concrete media, regardless of the subject, specialty or work level of instruction--conducting dramatic activities, household arts, home mechanics, creating and using visual aids, arts and crafts media, musical activities, making dioramas, puppet making, plastics and ceramics, woodwork, metal work.

8. There should be a one year practicum with a one-half year experience working with the tender, withdrawn, distracted, schizophrenic, borderline type children and one-half year working with the tough, rebellious, aggressive, acting-out children. One of these should be in a resident school. In connection with this, there should be individual and group supervision and the opportunity to serve as a member of a professional team with other disciplines."

(From "A Training Program for Teachers of the Emotionally Disturbed and Socially Maladjusted," Exceptional Children, Feb. 1960, V. 26: 292)

Check List of Specialized Job Competencies for Teachers Who Work with Maladjusted Children -- William C. Kvaraceus, Professor of Education, Tufts University*

Directions: Read each item carefully. Then consider your own everyday work performance. If the behavior description fits you, write a + in the space provided; if your own work performance does not show this type or level of competency, write - in the space; if the item is irrelevant, ambiguous, or if you cannot honestly evaluate yourself, write ? in the space.

You may find it profitable to invite your own supervisor or principal to rate you and to compare your own estimates with those of a competent outside observer who has seen you perform on the job. Only through honest and objective self-appraisal can the teacher expect to improve his professional competencies.

Because of the length of the check list, it would be a good idea to do your self-evaluation in several sittings rather than in one long session.

In analyzing your own results, as well as the ratings by others, it may be helpful to know the source of the items as well as the degree of importance which the teachers placed on those competencies taken from their rating list. The following abbreviations have been used after each item in the check list for this purpose:

T: indicates that the item was derived from the list of competencies rated by teachers; T-1, for example, indicates that it was first in rank order of importance according to the rating of teachers in this study.

C: indicates that the item was derived from the Competency Committee Report.

C-res: indicates that the Competency Committee considered this to be of particular significance for those working in residential centers.

KNOWING THE CHILD

______ 1. Demonstrate an appreciation and a working knowledge of the education and psychology of various types of exceptional children? (T-26)

______ 2. Take cognizance of the different methods of rearing in special (different) cultures with due reference to the relationship between rearing and personality formation (i.e., work of Mead, Malinowski, Benedict)? (C and T-88)

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*From Mackie, R. P., Kvaraceus, W. C., & Williams, H. M. Teachers of children who are socially and emotionally handicapped. U. S. Office of Education Bull. Washington, D. C. Govt. Ptg. Off. Bull. 11. 1957. This publication represents one of a series of reports based on the study, "Qualifications and Preparation of Teachers of Exceptional Children," directed by Romaine P. Mackie.

_____ 3. Show a working knowledge of the mores and modes of living of different social and cultural groups in the United States? (T-79)

_____ 4. Make effective use of my understanding of the basic human physical and psychological needs? (T-7)

_____ 5. Show sensitivity toward the etiological factors in their complexity and view the present maladjustment as a purposeful, need-fulfilling anxiety-avoiding behavior arising from pathological interpersonal experiences? (C-res)

_____ 6. Recognize behavior as a symptom of underlying conditions and the result of a sequence of events in the lives of the children? (C and T-16-17)

_____ 7. Make use of research related to need frustration and resultant behavior? (T-47)

_____ 8. Seek out the underlying motive behind the manifest behavior and refrain from merely judging unusual behavior? (C)

_____ 9. Show sensitivity toward the significance of positive and negative environmental factors which have contributed or may be contributing to maladjustments? (These include physical conditions such as illness, accidents, physical handicaps, pre-natal conditions, emotional factors.) (C)

_____ 10. Study and make use of socio-economic status information and home and community conditions as they affect the maladjusted pupil's attitude and behavior? (T-23)

_____ 11. Recognize the differences between maladjustments which reflect economic deprivation and cultural dictations and those maladjustments which result from inadequate inter-personal experiences and poor mental hygiene? (C)

_____ 12. Reveal a working knowledge of the causes, incidence, characteristics, and treatment of juvenile delinquency? (T-33)

_____ 13. Have a working knowledge of the causes of truancy, as revealed in unsuitable curriculum, home and community factors? (T-29)

_____ 14. Make effective use of my knowledge of the problems of children who are adopted, in foster homes, and who have had early life institutional experiences? (C-res)

_____ 15. Show understanding of the special emotional problems of minority groups with whom I work? (C-res)

_____ 16. Show a high degree of sensitivity to any special values inherent in the contemporary adolescent culture as they relate to my particular work? (C)

______ 17. Differentiate between maladjustment and mental retardation? (T-4)

______ 18. Demonstrate a working knowledge of adjustment (defense) mechanisms, such as projection, rationalization, compensation, introjection, conversion, and displacement? (T-35)

______ 19. Show a working knowledge of such behavior as temper tantrums, stealing, enuresis, and nail biting? (T-12)

______ 20. Show a working knowledge of the psychoses, such as schizophrenia, paranoia, and manic-depressive? (T-78)

______ 21. Have a working knowledge of psychological dynamics of various diagnostic categories, such as character disorders, neuroses, schizophrenia? (C-res)

______ 22. Have a working knowledge of psychoneurotic behavior disorders, such as neurasthenia, hysteria, anxiety neurosis, and hypochondria? (T-70)

______ 23. Demonstrate a working knowledge of transference behavior as a stereotyped pattern having a dynamic content which is not reactive to the present? (C-res)

______ 24. Reveal an effective understanding of the significance and causes of failure to learn, and the meaning of learning disability to the child? (C)

______ 25. Read and make interpretations from case records and histories? (C and T-11)

______ 26. Maintain individual reports as well as group process records? (C-res)

CURRICULUM: MATERIALS AND METHODS

______ 1. Apply modern concepts relating to social maladjustments and emotional disturbances? (C)

______ 2. Make effective appeals to the healthy aspirations of the child while accepting him as he is? (C-res)

______ 3. Show an awareness of the contribution that can be made to good personality development by an informal classroom atmosphere in which pupils have their interests reflected through their own handwork and pets? (T-19)

______ 4. Foster the social responsibility of maladjusted pupils by promoting wholesome social participation and relations? (T-8)

______ 5. Utilize social techniques which make it possible to provide individual freedom and maintain social control? (Such social techniques should be the means of gaining insight into needs and desires and at the same time feel out the concerns which are of greatest importance to the group.) (C)

______ 6. Make effective use of the information of interaction among maladjusted children (the characteristics of an aggregate, a group, a mob)? (C-res)

______ 7. Provide classroom opportunities for forming friendships, for engaging in legitimate adventures, for service to others, and for acquiring skills which have direct bearing on the immediate needs of youth? (C)

______ 8. Adapt techniques to classroom situations for relieving tensions and promoting good mental health? (T-1)

______ 9. Implement my knowledge of the differences between normal and abnormal behavior at various age levels? (T-22)

______ 10. Show ingenuity in providing opportunities for personal and social adjustments within the group? (C)

______ 11. Establish "limits" of social control (neither over-restrictive nor over-protective)? (T-31)

______ 12. Exert external social control when necessary? (T-53)

______ 13. Utilize research findings related to why pupils "like" and "dislike" teachers? (T-62)

______ 14. Demonstrate a working knowledge of the curriculum and methods of teaching the normal pupil? (T-59)

______ 15. Demonstrate a knowledge of the curriculum and methods of teaching at the elementary level? (T-56)

______ 16. Demonstrate a knowledge and understanding of the curriculum and methods of teaching at the secondary level? (T-87)

______ 17. Show a working knowledge of the legal framework within which provisions for educating these children are made? (These include regulations relating to school attendance, transfer to special schools, welfare services, the functioning of courts, and other enforcement agencies and programs of youth organizations.) (C)

______ 18. Reveal a working knowledge of the different types of programs (regular class, special class, teacher-counselor, residential school) for the education of the maladjusted, and their strengths and weaknesses? (T-38)

______ 19. Know the curriculum and methods of teaching the mentally retarded pupil? (T-43)

______ 20. Show a working knowledge of the reference materials and professional literature on the education and care of the maladjusted? (T-64)

______ 21. Develop a pupil-centered rather than a subject-centered curriculum based on individual interests, abilities, and needs? (T-6)

______ 22. Take advantage of flexibility of school programs and schedules to permit individual adjustment and development? (T-3)

______ 23. Tailor individual methods, materials, time schedules, space arrangements, teacher role, and grouping in accordance with the major needs of the child, as determined by clinical study? (C-res)

______ 24. Uncover informally special talents and interests? (T-24)

______ 25. Develop an individual curriculum which grows out of the needs and everyday problems of these boys and girls? (Since there will be no attempt made to assign particular activities to certain grades, the teacher's role will be similar to that of a tutor, planning for each child within the group. A knowledge of the experiences of the total education program is needed so as to select the content which is most important and which should receive major emphasis.) (C)

______ 26. Use effectively therapeutic tutoring? (C-res)

______ 27. Adapt the program to the ability of the brightest and the dullest and yet keep within the maturity and interest levels of each child? (C)

______ 28. Provide advantageous experiences in which pupils can be successful? (T-2)

______ 29. Use a wide variety of media and find that appropriate media which is significant to the child, allowing for a sublimation of energies and a growing sense of achievement? (C-res)

______ 30. Avoid identical, stereotyped demands on maladjusted pupils? (T-13)

______ 31. Recognize that these children often have serious emotional blocks to their learning, hence follow the occupational point of view, including aspects of homemaking and manual art skills on a practical level? (C)

______ 32. Give evidence of knowing how to help the child who is having trouble because of failure to learn? (C)

_____ 33. Put to effective use my understanding of learning failures as a response related to the emotional disturbance? (This includes the awareness of the function of learning avoidance and the types of functional distortions in perception and cognition reflecting emotional problems; therapeutic tutoring; the basis of various clinical tests which aid in diagnosing patterns of thinking defects in perception and cognition, organicity; processes involved in critical thinking; the continuum between concrete sensory experiences and abstract conceptual knowledge; the concept of readiness for learning in both the normal as well as the disturbed child.) (C-res)

_____ 34. Use effectively remedial reading techniques? (T-54)

_____ 35. Lead pupils to healthy leisure-time activities? (T-15)

_____ 36. Provide experiences for maladjusted pupils in health education? (T-36)

_____ 37. Provide experiences for maladjusted pupils in physical education? (T-21)

_____ 38. Offer experiences for maladjusted pupils in arts and crafts? (T-51)

_____ 39. Provide experience for maladjusted pupils in industrial arts? (T-52)

_____ 40. Offer experience for maladjusted pupils in fine arts? (T-60)

_____ 41. Plan experiences for maladjusted pupils in music? (T-50)

_____ 42. Offer experiences for maladjusted pupils in domestic arts? (T-69)

_____ 43. Plan experiences for maladjusted pupils in dramatic arts? (T-67)

_____ 44. Use a broad range of community resources (people, places, things) in teaching the maladjusted? (T-32)

_____ 45. Procure, adapt, and use educational materials including audio-visual aids for increasing teaching efficiency and for appeal? (T-42)

_____ 46. Know how to operate amplifiers, record players, filmstrip projectors, and other audio-visual aids? (T-73)

TESTING AND TEST INFORMATION

_____ 1. Make interpretations from medical (including psychiatric) reports? (T-27)

_____ 2. Make interpretations for psychological reports? (T-14)

______ 3. Use the information received from psychological and psychiatric sources as a basis for guiding learning experience? (C)

______ 4. Use the interpreted results of individual tests of mental ability? (T-20)

______ 5. Administer individual verbal and performance tests of mental ability, Revised Stanford-Binet, Grace Arthur point scale? (T-83)

______ 6. Administer and use group intelligence tests? (T-85)

______ 7. Devise informal tests of achievement? (T-76)

______ 8. Administer standardized group achievement tests? (T-75)

______ 9. Administer individual diagnostic tests of arithmetic and reading disability? (T-61)

______ 10. Use the interpreted results of individual diagnostic tests of arithmetic and reading disability? (T-25)

______ 11. Administer social maturity scales? (T-80)

______ 12. Administer and use sociometric tests including sociograms and "Guess Who" tests? (T-81)

______ 13. Administer group tests of personality and social and emotional adjustment? (T-84)

______ 14. Administer group interest and special aptitude tests? (T-82)

______ 15. Make and keep anecdotal reports? (C and T-46)

______ 16. Use the interpreted results of projective tests? (T-41)

______ 17. Administer projective tests, such as Rorschach, Szondi, and Thematic Apperception tests? (T-86)

______ 18. Apply individual diagnostic and teaching techniques, not in terms of what I would like the child to achieve but in terms of the child's own aspirations and abilities? (C)

GUIDANCE

______ 1. Possess special understanding of the principles of mental health, more than is usually required by the regular classroom teacher? (C)

______ 2. Demonstrate a treatment point of view with an understanding of the processes by which mental health is restored to disturbed children? (C-res)

______ 3. Demonstrate an understanding of resident treatment and such concepts as milieu therapy, spot therapy, psychotherapy, environmental therapy, and group therapy? (C-res)

______ 4. Have a working knowledge of the variety of roles I am capable of assuming in response to the treatment needs of children? (C-res)

______ 5. Accept the role of the parent figure? (T-63)

______ 6. Make effective use of my understanding of the treatment potential, and the variables in the learning-teaching situation? (Adult role, peer constellates, media, space-time arrangement, methods, and in what manner the continued use of the factors in the teaching-learning situation may contribute to treatment) (C-res)

______ 7. Show general understanding of procedures used in individual counseling, such as psychoanalysis, play therapy, and psychodrama? (T-58)

______ 8. Guide the learning experiences of the maladjusted child by making effective use of my knowledge of guidance, testing and measurement, interpreting case records, and diagnostic and remedial techniques? (C)

______ 9. Utilize the entire environment to channelize the release of the child's energy in positive acts? (C-res)

______ 10. Develop self-imposed social controls within the pupil? (C and T-9)

______ 11. Provide reality-oriented counseling around adjustment problems while avoiding psychotherapy unless there has been some plan for on-the-spot psychotherapy? (C-res)

______ 12. Counsel maladjusted pupils regarding their educational problems? (T-44)

______ 13. Counsel maladjusted pupils regarding their vocational problems and life goals? (T-39)

______ 14. Show a knowledge of methods and practices of occupational placement and post-school follow-up? (T-72)

______ 15. Utilize research findings related to causes of "drop-outs" from school? (T-71)

______ 16. Counsel maladjusted pupils regarding their personal attitudes? (T-5)

______ 17. Counsel maladjusted pupils regarding their social problems? (T-10)

______ 18. Offer intensive therapeutic counseling? (T-74)

______ 19. Develop and use cumulative educational records on individual maladjusted pupils? (T-49)

THE TEACHER AS A PROFESSIONAL TEAM WORKER

______ 1. Have knowledge of children's physical, emotional, and mental growth and development, which will enable me to collaborate with the medical, psychiatric, psychological and social work professions? (C)

______ 2. Make effective use of my knowledge of the functions of detention centers, training schools, and the history of child care and protective agencies? (C-res)

______ 3. Show a working knowledge of the functions and activities of the clinical psychologist, psychiatrist, psychoanalyst, psychiatric case worker, family counselor, social group worker, cottage parent, and vocational counselor? (C-res)

______ 4. Make effective use of my knowledge of the nature and the function of child guidance clinics and child study homes so that in the event the child attends the community day school while undergoing study, I can work more closely with the therapeutic team? (C)

______ 5. Demonstrate a sensitivity to and a working knowledge of the many facets of the institution's organization which can serve the child's needs? (C-res)

______ 6. Establish and maintain good working relationships with other professional workers such as social workers and psychological personnel? (T-18)

______ 7. Synthesize and coordinate classroom practices and instruction in accordance with the general organizational structure including cottage parents, recreation leaders, and plant supervisors, always using the classroom as an integral part of the whole program? (C-res)

______ 8. Make effective use of my knowledge or understanding of sources of and services offered by non-school organizations such as courts, churches, recreational clubs, police, and welfare agencies? (T-40)

______ 9. Make effective use of the provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to education of these children? (T-48)

______ 10. Make effective use of the provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to juvenile delinquency and probation? (T-45)

______ 11. Utilize the provisions available for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to vocational training programs? (T-65)

______ 12. Cooperate with vocational rehabilitation agencies in helping the maladjusted youth toward occupational adjustment? (T-57)

______ 13. Function as a member of a treatment team?

______ 14. Participate in the treatment program in collaboration with clinical and cottage personnel? (C-res)

______ 15. Remain free from any involvement with the parents of the child clinically treated unless this is on a planned basis decided upon by clinical conferences? (C-res)

______ 16. Refer back to the clinical staff those parents whose child is in a clinical or institutional center? (C-res)

______ 17. Make interpretations from reports of social workers? (T-30)

______ 18. Make sensitive and perceptive observations and communicate these to other colleagues? (C-res)

______ 19. Help solve the communication problems involved in integrating the various professional services? (C-res)

______ 20. Keep in touch with the purposes, services, and locations of national organizations concerned with the education or general welfare of the maladjusted such as the International Council for Exceptional Children and the National Association of School Social Workers? (T-77)

PARENT AND PUBLIC RELATIONS

______ 1. Have a working knowledge of my own legal status and my relation to the institution or agency which is "in loco parentis" to the child? (C-res)

______ 2. Interpret special educational programs for, and the problems of, maladjusted pupils to the general public, regular school personnel, and non-professional school worker? (T-37)

______ 3. Interpret the meaning of educational experiences of the maladjusted to workers in other professions? (C)

______ 4. Contribute to community leadership in establishing an educational program for maladjusted pupils? (T-55)

______ 5. Assist parents in getting factual information from clinics and agencies so that they can better face the social and emotional problems arising from having a maladjusted child in the family? (T-34)

______ 6. Work with disturbed parents without becoming personally involved? (Respond to parents in a manner that is neither morbid nor over-sentimental; respond to the total problem in an objective manner.) (C)

______ 7. Work with normal children in helping them accept the maladjusted? (T-66)

THE TEACHER AS A PERSON

______ 1. Define and maintain my role as a teacher? (C)

______ 2. Serve society willingly, meeting my own needs constructively through service to others in a socially approved manner? (C)

______ 3. Reveal a normal range of human contacts outside the daily task of working with problem children? (C)

______ 4. Have a background of successful intimate living with youth over a period of years? (C)

______ 5. Show a strong inherent interest in youth? (C)

______ 6. Demonstrate faith in the ability of children to change? (C-res)

______ 7. Demonstrate constantly innate tact and infinite patience to deal with the problems of maladjusted youth? (C)

______ 8. Demonstrate in my own personal adjustments emotional maturity and stability, thus teaching more by example than by precept? (C)

______ 9. Have a working and adjustive knowledge of my own needs, and motivations, difficulties, and emotional problems? (C-res)

______ 10. Show an awareness of my own limitations and idiosyncrasies? (C)

______ 11. Demonstrate freedom from a driving need to be liked by all my students? (C)

______ 12. Accept negative hostile behavior? (C)

______ 13. Demonstrate a high capability of absorbing all the negative hostile behavior of the student population? (C-res)

_____ 14. Tolerate anti-social behavior particularly when it is directed toward authority? (T-28)

_____ 15. Show willingness to follow through and maintain continuous contact with the problems of each child? (C)

_____ 16. Distinguish between the child and his behavior, rejecting behavior without rejecting the child? (C)

_____ 17. Work within my own limits and without personal guilt, refer those problems I cannot solve to experts? (C)

_____ 18. Reveal good physical health and endurance? (C)

_____ 19. Demonstrate vitality, enthusiasm, ability to absorb strain, emotional energy and resiliency, high frustration threshold, endurance? (C-res)

_____ 20. Demonstrate good judgment, a sense of humor, the ability to place people and events in proper perspective, adaptability and flexibility of mind? (C)

_____ 21. Reveal through my daily work and social contacts the following behavior characteristics: resourcefulness, daring, creativity, rich experiences; empathy with different types of personalities, lack of vicarious satisfaction through the anti-social feelings and behavior of others; healthy curiosity; maturity, satisfaction of personal needs, freedom from distorted satisfactions; sense of proportion, warm acceptance of others, non-authoritarianism, stability, freedom from unreasonable anxieties, sensitiveness without irritability, toughness without callousness; lack of negative response to dislike, awareness, unblocked in perception, conception, expression; self-acceptance of my limits and capacities? (C-res)

(From *Teachers of Children Who Are Socially and Emotionally Maladjusted*, U.S. Office of Education Bull. Washington, D.C. Govt. Ptg. Off., Bull. 11: 1957).